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ENG 5003-001: Seventeenth-Century English Literature

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**English 5003—Seventeenth-Century English Literature
Fall 2001**

Dr. Julie Campbell
CH 3572, 581-6974
Office hours TTH 12:15-2:00, M 11:00-12:00

TH 7:00 pm
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Texts

Abrams and Greenblatt, *The Norton Anthology of English Literature*, 7th ed.
Cerasano and Wynne-Davies, *Renaissance Drama by Women*
Sidney, *The Countess of Pembroke's Arcadia*
Weamys, *A Continuation of the Countess of Pembroke's Arcadia*
Shakespeare, *Much Ado About Nothing*

On Reserve in Booth

Excerpts from William Whatley's *A Bride-Bush or A Wedding Sermon*, (1617)
Excerpts from John Wing's *The Crown Conjugal*, (1620)
Excerpts from Henderson and McManus' *Half Humankind*
Excerpts from Lena Orlin's *Elizabethan Households*

Course Description

This seminar, called Renaissance Forms and Reformation Concerns: Ritual and Resistance in English Literature, will focus on a selection of texts from the English Renaissance through the Interregnum. The historical backdrop to the literature of this period involves the death of England's most renowned queen, the beheading of a king, a government take-over, civil wars, and theaters being closed down, to note just a few examples of the upheaval of the period. Writers during this tumultuous period both cling to ritual of various kinds and resist other pressures with equal vehemence. During the semester, we will explore this pattern of ritual and resistance in poetry, prose, and drama from the period.

We will begin, for example, with Sir Philip Sidney's *Arcadia*, written ca. 1577-80, and end with Anna Weamys' *Continuation of the Arcadia*, written during the Interregnum, to discuss the ways in which Renaissance critiques of statecraft give way to royalist resistance to the Puritan forces. We will also think about ritual and resistance in a variety of other contexts, including the work of women writers from the period as we examine their imitation of and resistance to traditional male-authored literary forms. Another area to explore along these lines will be the vicissitudes of fate suffered by dramatists during this period. What are the attitudes toward theaters that led to shutting them down? We will also listen carefully to the voices of the poets from the period which illustrate in poignant compressed expression their engagement with religious issues, revolution, and relationships.

Since this is a graduate seminar, you will be responsible for oral reports and research projects that help us build upon our collective knowledge as we explore the texts this

semester. One good strategy for graduate students who are interested in professional development is to target a professional conference at which they might present a paper. With that thought in mind, I hope that you will consider submitting a conference paper version of your main project—or any of the oral reports that strike your fancy—to the Illinois Philological Association Conference to be held at University of Illinois, Springfield, Spring, 2002.

Policies

--The English Department statement on plagiarism stipulates that any teacher who discovers an act of plagiarism--"The appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work" (*Random House Dictionary of the English Language*)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

--Hand papers in and have reports prepared on time. If you're having problems, let me know. We'll do our best to work the reports into our schedule, but I cannot guarantee that there will be time for them at any time other than that for which they are scheduled. Papers more than a week late without a University-approved excuse will not be accepted at all.

--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

--Be prepared for class. You'll get a lot more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

Requirements and Grades

2 exams: 20% each of final grade	40%
3 presentations with reports: 10% each of final grade	
or 2 presentations with reports: 15% each of final grade	30%
1 seminar paper: 30% of final grade	30%

The paper topic will be chosen from subjects that arise in class, regarding the assigned texts. You will use MLA Parenthetical Style with Works Cited. The presentations will be the products of three short research assignments related to contextualizations of the material we are reading. They are also meant to be opportunities to begin exploring topics that may interest you for the seminar paper.

Tentative Schedule

Note: Some readings may be shifted around or dropped during the semester to accommodate the class discussion.

Renaissance Precursors to the Seventeenth Century

Th. Aug. 23—Introduction to the course. Discuss reports. In class, start with Queen Elizabeth: read "To Henry III, king of France," p. 596 and "Speech to the Troops at Tilbury," p. 597 in Norton. Also, in class, read excerpts from and discuss *Il Cortegiano*

(1528) by Baldassare Castiglione, trans. by Sir Thomas Hoby in Norton, p. 577. For next week: read *The Countess of Pembroke's Arcadia*, Penguin edition, and in Norton, read Edmund Spenser's The First Booke of *The Fairie Queene*, pp. 628-633; 662-667; 750-762.

Th. Aug. 30— Report 1—Basic Background on Luther and the Reformation in Europe
 Report 2— Henry VIII and the Church of England
 Report 3—Edward VI and Protestantism in England
 Report 4—Queen Mary and English Catholicism

Note on Dates: (1517—Luther's *Ninety-Five Theses*; 1547—death of Henry VIII; 1553—death of Edward VI; 1558—death of Mary; 1567—Mary Q. of Scots is imprisoned in England; 1570—Elizabeth I is excommunicated by Pope Pius V).

Class: *Arcadia* and *Fairie Queene*: Romance and Politics—Elizabethan Royalist foundations and Reformation ideology. To consider:

--Renaissance influences to consider in these texts: Epic Romance, Petrarchism, and Neoplatonism.

--The making of Elizabeth into a Neoplatonic Ideal Beloved, the Virgin (Queen) /Mary, the ideal ruler, and a virago or amazon.

For next time, read Sidney's *Astrophil and Stella*, 917—1, 2, 5, 7, 31, 52, 53, 91; Spenser's *Amoretti*, 864—1, 34, 37, 54; Mary Sidney Herbert's Psalm 52 and Psalm 139, pp. 960-964; Shakespeare's *Sonnets*, 18, 20, 35, 127, 130, 147, and John Donne's "The Flea," 1236, "Song," 1237, "The Canonization," 1240; "Elegy 19," 1256, as well as his "Holy Sonnets," 1, 7, 10, 19, and Aemilia Lanyer's "Salve Deus Rex Judaeorum," 1285, the excerpt "Eve's Apology...."

Transitions in Verse: Moving into the Seventeenth Century

Th. Sept. 6— Report 1—The English Adaptation of Petrarchism
 Report 2—Shakespeare's Sonnets
 Report 3—John Donne: The Anti-Petrarch (See also—Izaak Walton's *The Life of Dr. John Donne*, 1583.)
 Report 4—Aemilia Lanyer: An Italian-English Poet

Class: Discuss Petrarch, sonnets, and the decline of Petrarchism, as well as the Sidneys and Protestant Politics. Discuss Donne's rise from rake to clergy and his transition from Catholic to Protestant. Discuss Lanyer's poetry and bids for literary fame. What changes do we see occurring within Renaissance forms? Can such changes in theme or style be attributed to Reformation influence? What other influences might be at work? Read *Twelfth Night*

Early Seventeenth-Century Drama

Th. Sept. 13 —Report 1—The Rise of Puritanism
 Report 2—The Last Years of Elizabeth's Reign

Note on Dates: (1576—James Burbage builds The Theater; 1599 Globe Theater opens; 1603—Elizabeth dies; James VI, I ascends the throne—begins the Stuart dynasty).

Class: Overview of Shakespeare's career at this point.

Twelfth Night (1601): A Puritan in their midst. Consider the influences at work—stage, romance genre, and religious issues—Catholics vs. Protestantism...Puritanism.

Th. Sept. 20—*Twelfth Night*, continued. Read Ben Jonson, *The Masque of Blackness* and *Volpone* (1606---performed, 1607---published).

Th. Sept. 27—Report 1: Ben Jonson and Inigo Jones

Report 2: The Jacobean Masque

Report 3: Characteristics of King James' Reign

Note on Dates: (1605—The Gunpowder Plot: Catholic extremists plot to blow up Parliament and James; 1611—King James Bible).

Class: Discuss *The Masque of Blackness* and *Volpone*. Issues to consider: women and performance, satire and social commentary, the influence of *Commedia dell'Arte*.

Th. Oct. 4—**Exam One.** Read Jonson's "To John Donne," 1395, "To Lucy, Countess of Bedford w/ Mr. Donne's Satires," 1397, "To Penshurst," 1399, "A Sonnet, to the Noble Lady, the Lady Mary Wroth," 1408. Read Wroth's excerpt from *Urania*, 1423 and the sonnets in "From Pamphilia to Amphilanthus," 1428. Read Wroth's *Love's Victory* in *Renaissance Drama*.... In the same text, read Elizabeth Cary's *Mariam*.

Domestic Disturbances—Issues with Church and Patriarchy

Th. Oct. 11—

Report 1: A Book Report: Gowing, Laura. *Domestic Dangers* (Oxford: Clarendon Press, 1996, 1998).

Report 2: An Article Report: Fletcher, Anthony. "The Protestant Idea of Marriage in Early Modern England," *Religion, Culture and Society in Early Modern Britain*, ed. Anthony Fletcher and Peter Roberts (Cambridge: Cambridge UP, 1994), 161-81.

Report 3: A Book Report: Woodbridge, Linda. *Women and the English Renaissance* (Urbana: U of I Press, 1984). Note—focus especially on the Jacobean period information.

Note on Dates: (1612—Prince Henry dies; 1616—Shakespeare dies; 1618—Thirty Years War begins, pitting Protestant against Roman Catholic nations all over Europe; 1621 Donne is appointed dean of St. Paul's; 1623—Shakespeare's *First Folio* is published; 1625—James I dies; Charles I accedes/married Henrietta Maria, a staunch Catholic).

Class: Finish Jonson. Discuss Wroth's poetry, romance, and drama. Discuss the concept of "closet drama." Discuss Elizabeth Cary's drama, as well as issues with Church and State. Read the works on Reserve in Booth Library.

Th. Oct. 18—Catch-up Day. Continue Wroth and Cary. Discuss Seminar Papers. Read *Much Ado*.

Th. Oct. 25—*Much Ado*

Th. Nov. 1—*Much Ado*, conclusion. Read Bacon, "Of Marriage and Single Life," 1532, "Of Plantations," 1536, "Of Masques and Triumphs," 1539; excerpt from *The New Atlantis*; Browne, from *Religio Medici*, 1570-1572; Speght—from *A Dream*, 1556.

Reflections on the Self: Philosophy, Religion, and Introspection

Th. Nov. 8—

Report 1—John Calvin and Calvinism

Report 2—Robert Burton: *Anatomy of Melancholy*

Report 3—Rachel Speght's Pamphlet: *A Muzzle for Melastomus*. Note: see Henderson and McManus.

Report 4—Hobbes: *Leviathan*

Note on Dates: (1629—Charles I dissolves Parliament and begins “decade of personal rule”; 1633—William Laud is made Archbishop of Canterbury—w/a very Catholic agenda; 1640—the Long Parliament begins; 1640-1660: The English Revolution years).

Class: Discuss Bacon, Browne, and Speght. Read George Herbert, “The Alter,” “Redemption,” 1597, “Easter Wings,” 1599, “Prayer,” 1601, “Discipline,” 1613; Henry Vaughan, “The World,” 1622, Robert Herrick, “The Vine,” 1645, “Upon the Nipples of Julia's Breast,” 1651; Katherine Philips, “A Married State,” 1679, “Upon the Double Murder of King Charles,” 1680, “To Mrs. M. A. at Parting,” 1682; Andrew Marvell, “To His Coy Mistress,” 1691; John Milton, “Areopagitica,” 1682, “On the New Forcers of Conscience Under the Long Parliament,” 1812, “To the Lord General Cromwell...,” 1813, “On the Late Massacre in Piedmont,” 1814.

Poetry and a Tract

Th. Nov. 15—Report 1: The Cavalier Poets

Report 2: An Article Report: Ezell, Margaret. “Reading Pseudonyms in Seventeenth-Century English Coterie Literature.” *Essays in Literature*. 21.1 (1994): 14-25.

Report 3: The Literary Circle of Katherine Philips

Note on Dates: (1642-46—First Civil War; 1614—Puritans close the theaters; 1648—Second Civil War; 1649—Execution of Charles I; 1653—Cromwell made Lord Protectorate; 1658—Cromwell dies; his son Richard becomes Protectorate; 1660—Charles II restored to throne).

Class: Discuss poetry and religion, poetry and the body, poetry and revolution, alongside the Areopagitica. Read Weamys' *A Continuation*. . . .

Th. Nov. 22—Thanksgiving

Th. Nov. 29—Discuss Weamys; review for Exam Two.

Th. Dec. 6—Exam Two. Seminar paper is due.